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Structural and Substantive Characteristics of The Concept "Social Success

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Abstract

The article discusses the structural and substantial characteristic of "social success". Based on the analysis of psychological and pedagogical literature and empirical research has been defined the essence of the concepts of "success", "social success", as well as the structure of social success of students. The structure of the social success of students, we have identified the following characteristics: the perfection of professional knowledge; commitment, ability to set goals; formedness of human values: kindness, humanity, justice, compassion, respect for others, tolerance; confidence, determination, faith in their own strength; ability to act in a situation of uncertainty, the experience of business communication; build interpersonal relationships; ability to mobilize; ability to defend the interests of the social environment; readiness to solve special problems; analysis of space capabilities; formed the ability to self-appraisal and reflective activity, high level of social responsibility; the desire for self-improvement.

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1. Introduction

Social and cultural changes in modern society suggest the need for proactive, creative young people with the highest professional and personal culture, focused on socially significant success and positive self-realization in all spheres of society, able to adapt to the world and to convert it creatively.

The relevance of the study is determined by the necessity of the personality formation, able to live and work in conditions of socio-economic transformation. The path of our society development in present and future depends on how young people are prepared for life and work actively in the market.

1.1. Aim

The purpose of this article is to study the main characteristics of the life success of young people and the development of patterns of social success.

2. Method

Analysis of basic concepts of research based on the study of philosophical, psychological, pedagogical, cultural, sociological, literature, government documents and analytical materials of the Ministry of Education and Science of the Republic of Kazakhstan, generalization and interpretation of scientific data.

3. Findings

The success of a person in society is closely linked to its social nature, with the manifestation of his essential beginning. Normal mental development of a person is possible with a dynamic equilibrium of two interrelated sides of the life process, which shows the interaction of the individual with society: "inclusion" in the society and "separation" from it, that is, the desire to merge with the community, to be one with it, but at the same time, the need to stand out, be noticed, be recognized. The contradiction between these trends specifies the main socio-psychological parameters of personality social success.

Success in life is a conscious goal of any man, but the content of individual understanding of success does not always meet the requirements of the society to its citizens, especially it's typical for differences in individual and social understanding of success for the younger generation.

The achievement of personal and social success and through this progress and prosperity of the whole society can be defined as one of the main pedagogical objectives.

The problem of success worried people in ancient times. So, Kazakh philosophers said that only the knowledge of history enables people to go confidently forward into the future. Time flows inexorably, with its irreversible running, changing all around us.

Let's show an example of active inclusion Stepnyak-Kipchak for human culture on the example of the life and work of an outstanding scholar Abu Nasr al-Farabi (870-950), saturated by humanistic ideas. The life of the scientist is multidimensional and is reflected in numerous treatises, such as "Aphorisms of the statesman", "The path to happiness", "a Treatise on religion", "The people of the virtuous city" and others. Al-Farabi left a huge legacy that affects the basis of almost all branches of knowledge in the early Middle Ages, for what even in his life time people called him Second teacher(after Aristotle).

We are convinced that the creative activity of Al-Farabi will help to prove the fact of pedagogical reality. The scientist indicated that in order to achieve his goal, in addition to knowledge of the craft, a person needs to learn to build good relationships with people, to gain experience, to contribute to the establishment of interpersonal relations: "the Power by which man is able to define their actions in relation to what he saw, in whole or in every city, or in each community, or in each case, in relation to what he encounters in the city or the people, or in each case, the ancients called judgment. This power is acquired not only knowledge of the entire contents of the craft and mastery, but also the experience of communicating with people"(Serikbaev, Kaliev, 1995; 512).

It should be noted that the understanding of the significance of one's unicity, a sense of individual uniqueness and inner freedom, values, personal experiences, all these important characteristics of a person inherent to self-

consciousness of greatest Kazakh thinker of the nineteenth century, the enlightener, the national symbol of Kazakh Abai. Reflections of humanist moral personality, the idea of free thinking and creativity, deep thinking about the meaning of life, infusing into his humanistic outlook, found their system of reflection in all his work.

Uniqueness and originality are the distinctive views of Abai, the poet, educator, founder of a new Kazakh literature. In the vast heritage of Abai the most important place takes "Words of Edification" - the fruit of his long-term thinking - which is a philosophical and moralistic, psycho-pedagogical statements of the poet. The Fifteenth Word "And indeed, smart aims to benefit people; his ears are open to advice, and memory - pantry of bright sadness. He is constantly looking for the world's amazing, unusual, and days of these searches then appears to him the most wonderful time of his life" (Kunanbayev, 1995; 128). This consideration fits into the modern personality characteristics, able to understand the situation of everyday life, to predict their development, to see and to foresee the ways of the real behavior of other people willing to cooperate, to act independently and responsibly. To various aspects of the education of socially significant qualities of children and young people personality dedicated the work of Russian scientists Abulhanova-Slavske, Mudrik, etc. and Kazakh scientists as Teslenko, etc. (Abulhanova-Slavskeya, 1980; Modric, 2000; Teslenko, 2010).

Analysis of scientific literature showed that the notion of "success" can be seen in the narrow and broad sense. Narrow is reduced to the understanding of the evaluation of results, achievements, significance for the individual. In a broad sense, the success refers to life success, which man achieves and experiences during his own life, striving to realize his own potential.

In sociology, the success is considered as a part of an effective image. The main emphasis is on the design image of social success as an important landmark in critically large number of cases of conscious goal setting. The final appearance of a particular image is at the level of behaviors social justification. In this case, playing, imitative human needs are realized with regard to the desired image of social success and pressure of deep complexes and phobias. The image, in the psyche, is something like "built-in social compass, pointing to the need for the central image of the desired social success.

The success of the individual in the context of life can act as a form of self-fulfillment and lead to subjective satisfaction with the process of life. In that case, if the person feels successful, awareness of their abilities and competence in managing their own livelihoods, the resolution of the difficulties of life, realization of these goals increases. In other words, successful person realizes his own self-efficiency.

Among foreign researchers Hoppe proposed his own classification of the causes of success, in which level of claims (level of subjective purpose difficulties) occupies a leading position, but no less important role is given to independent achievements and own efforts. In the classification of J. Atkinson ability, effort, task complexity level and luck is attributed to the reasons for the success. Among the reasons for success of a person mentioned the perception of self-importance (Carnegie), feelings of inferiority, insecurity, and helplessness (Adler), an innate desire for continuous self-realization, self-actualization (Maslow, Rogers). (Hoppe, 2008; Molz, 1994; 192).

Thus, success is a powerful driving force in the development and realization of the potential of the individual, that actualizes the subjective position of the individual in the process of mastering the values of society, which is, becoming personally-meaningful, implemented in practice in the form of personal achievements.

Russian teacher Mudryk, treating the root causes of success believed that success depends on: how the self-image can satisfy the person; how much he is approved by around; how much the person wants to show (hide) some of his traits in different situations (Modric, 2000; 192).

Kovalev, interpreting the theory of hierarchy of human needs of A. Maslow, has identified the following traits of a successful person: full acceptance of reality and comfortable attitude; self-acceptance and social environment; professional passion for things he loves; autonomy from the social environment and the opinions of others; ability to understand other people; commitment to innovation and openness to experience; a clear, but flexible representation of goals and the means of its implementation; the spontaneity and naturalness of behavior; humour; self-development, self-actualization; the willingness to recognize problems and difficulties, a genuine understanding of their capabilities (Kovalev, 2002).

Kazakh scientist Teslenko as the main criteria for the development of social success highlights: the achievement of socially-accepted results, social activity and peculiarities of regulation of activity generated in situations of success. In a pedagogical sense, the situation of the success is the result of sound, prepared the strategy and tactics of the teacher being evaluated on specific criteria: achievement of socially significant results, activity (creativity,

volition, communication), regulation (impact on the motivation of external and internal stimuli). (Teslenko, 2010; 465).

In our study, we determined the nuclear structure socially successful person, which includes: the perfection of professional skills; motivation, ability to set goals; human values force: kindness, humanism, justice, compassion towards others, tolerance, confidence, determination, faith in their own strength; the ability to act in situations of uncertainty, the experience of business communication; building interpersonal relations; ability to mobilize; the ability to defend the interests in the social environment; willingness to solve non-standard problems; analysis of space capabilities; formed skills of self-evaluation and reflective activity, a high level of social responsibility; the desire for self-improvement.

In the following figure 1, we tried to present our understanding of patterns of social success of students. On the basis of theoretical analysis will present the concept of "social success" in Figure 1.

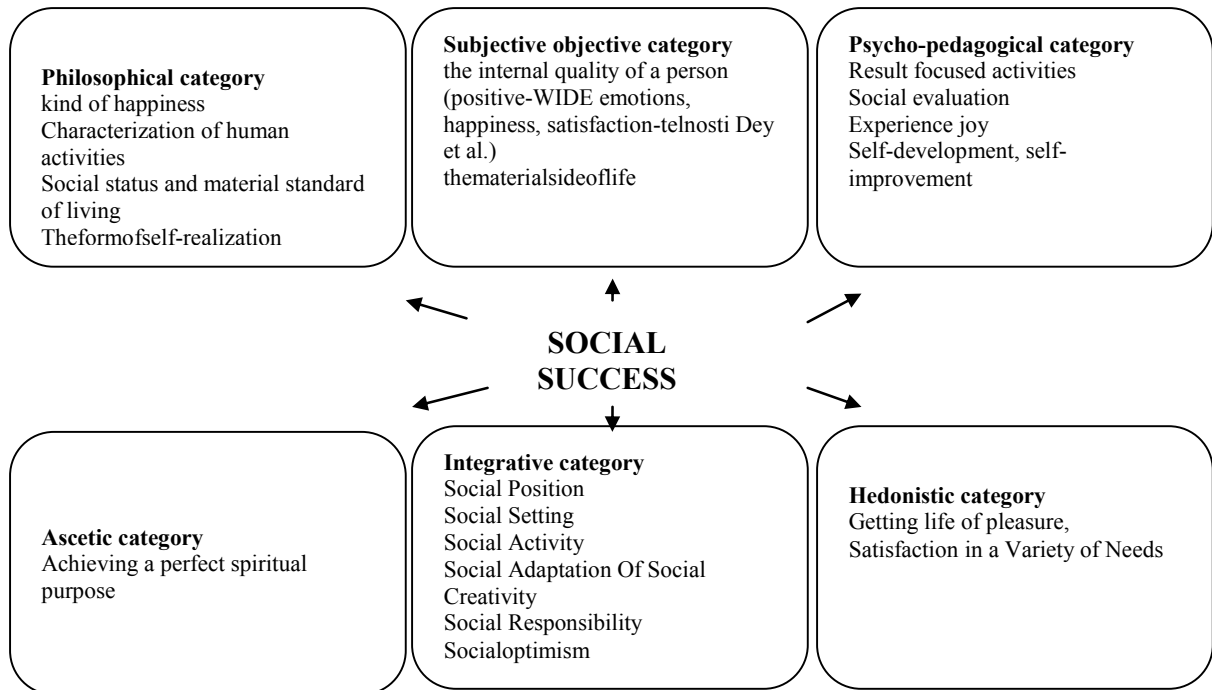


Figure 1. The concept of "social success" in the theory of scientific knowledge

In our research, we have identified structural and substantive characteristics of the concept of "social success of students", which is presented in Table 1.

Table 1. Structural and substantive characteristic of the concept of "social success of students"

Socialsuccess ofstudents	perfection of professional knowledge; commitment, ability to set goals; For madness of human values: kindness, humanity, justice, compassion, respect for others, tolerance; confidence, determination, faith in their own strength; ability to act in a situation of uncertainty, the experience of business communication; build interpersonal relationships; ability to mobilize; ability to defend the interests of the social environment; readiness to solve special problems; analysis of space capabilities; Formed the ability to self-appraisal and reflective activity, high level of social responsibility; the desire for self-improvement.
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4. Results

The analysis of problems of formation of social success suggests that the ability to understand situations of everyday life, to predict their development, to see and to foresee the ways of the real behavior of other people, the ability and willingness to cooperate, to act independently and responsibly on the basis of the ability to collect and process social information - source of educational activities in this direction.

Social success is based on a combination of knowledge, experience and preparedness of students, based on the motivations and abilities, reflected in the ability to interact and make decisions.

5. Conclusion

Considering the success of the main characteristics of human activity, it should be noted that the concept of success in life is directly connected with the problem of man's way of life, with his ability to achieve goals, as well as with the problem of finding the means by which a person achieves success in life.

Social success is based on a combination of knowledge, experience and willingness of individuals, based on the motivations and abilities, reflected in the ability to interact and make decisions, and the process of its formation involves the dynamics of moving from teaching to learning and self-enrichment.

6. Recommendations.

It is necessary to form the social success of students, determined as the result of a conscious orientation of the person on the realization of the desire to find a deal of his life, acquiring identity of the source of information and the development of techniques of reflective activity.

For the formation of social success students it's necessary to develop confidence in their abilities and capabilities to be effective in selected areas, awareness of their resources and their mobilization for movement from the present to the future; (competency) students involves acquiring person source of information and the development of techniques of reflective activity; learning how to gain experience solving real life problems; development as increasing functional abilities and responsibilities.

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